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1. Die and nutrition
2. Kiddies' green menu
3. Investigating a health problem
4. Contributing towards a healthier environment
5. Contagious diseases
6. Children's rights
7. Abuse

2. Term 2

1. Ownership of a business
2. The role and support of friends
3. The role of men and women in various cultural situations
4. Religious festivals and rituals in SA
5. National festive days and the SA anthem

3. Term 3

1. A positive self-concept
2. Understanding physical changes
3. Dealing with emotions
4. A mini-eisteddfod
5. Personal study methods

4. Term 4

1. Target games
2. Field and track techniques
3. Rhythmic movements
4. SAFETY MEASURES IN AND AROUND WATER

Die and nutrition

LIFE ORIENTATION

Grade 5

HEALTH AND DISEASES

Module 1

DIET AND NUTRITION

In this module shall try to explain ways in which the nutritional value of your diet can be improved by naming at least one example with regard to choice,

production, preparation and preservation.

Eat and buy wisely

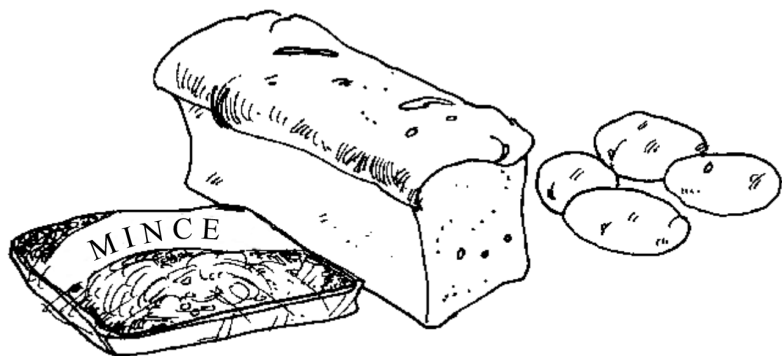
It is the end of the month. Your father has received his salary cheque and you have just heard that you have passed that difficult maths test. Your father offers to treat you to a hamburger and chips at MacDoogles drive-in restaurant. Let us see whether you are also able to pass your own health exam by making a better choice. You can still enjoy a hamburger and chips, but possibly with better results for both your health and your savings account.



Consider the following:

A Super Burger with chips costs about R29,99. For this amount you get one mince patty that is made of soya flour and bread, and which contains about one serving spoonful of fatty mince. You get one bread roll with no butter, two spoonfuls of gravy, and chips that have been deep-fried in oil. Other people's chips were also fried in this oil two days previously. You will most likely suffer from

indigestion and heartburn after having eaten the bread roll. You'll probably try to clear this up with a tin of Cola cool drink costing R4,50.



For the same amount of money you could have bought a packet of lean mince at the supermarket or butchery, as well as a loaf of whole wheat bread and four potatoes, which would mean a much more wholesome meal for four people. After the meal you would have felt much healthier – especially if you had gone for a walk, instead of travelling to the drive-in restaurant by car.

The fast-foods option might sound good, but it is not the wisest route to follow. We should start thinking about the food we eat early in life: what its nutritional value is, how it has been prepared, and what preservatives have been used to give it a longer shelf life.

ACTIVITY:

TO COMPARE TWO FOODSTUFFS

[LO 1.1]

Draw a table with two columns and compare two foodstuffs that you eat often, but for which there are actually healthier alternatives. Consider the price, fattiness, preservatives, etc.

Foodstuff 1	Foodstuff 2
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Assessment

LO 1

HEALTH PROMOTION

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Memorandum

OVERVIEW: LIFE ORIENTATION GRADE 5

Grade 5 learners are in a developmental phase in which they are optimally receptive to subject content that deals with values systems, religion and lifestyle. Therefore the Grade 5 educator has the perfect opportunity to guide learners on the path to responsible adulthood. This is where a moral

conscience is established. For at least the next eight years, values and norms that are internalised at this stage will guide the learners' decisions regarding behaviour, choice of friends, studies and participation in community activities.

Life orientation offers the educator an ideal opportunity to realise his / her responsibilities in this regard. The projects that are offered in this module are especially effective in ensuring that learners become positively involved.

Creativity, and shaping and articulating own opinions are of prime importance. It is essential that learners should know that their educators take them seriously. Sensitive, open communication between educator and learner and also amongst learners themselves will establish successful communication patterns. It is also a valuable opportunity to develop self-respect and respect for others, as well as respect for the community and for the laws of the country.

Mutual respect implies, amongst other things, that the educator will not impose his / her own political or religious convictions on the learners. In the new educational policy it is very important that educators will not misuse this learning area by forcing their own political or religious convictions upon their learners. It is particularly important that information of this kind be conveyed to the learners as objectively as possible, so that learners will be

guided towards developing tolerance and understanding for persons from other cultures and religious persuasions.

It is recommended that the media (newspapers, magazines and television) be fully utilised. In this way the activities can be directly related to the world of the learners.

The content of Grade 5 Life Orientation lays the foundation for a more cognitive approach to problem solving and conflict handling in Grades 6 and 7. It is important that learners master group skills, and the techniques of role play and debating so that they will be able to deal with the more advanced topics they will encounter in the following two grades.

On a physical level the gymnastics exercises in Grade 5 become more advanced. Strict discipline should be maintained during group games, dances and so-called stunts. Although learners will merely regard it as fun at this stage, it forms the foundation of control, balance and precision that is expected of them in the higher grades.

Life Orientation for Grade 5 consists of a number of modules focussing on:

1. Health and diseases
2. Social development: rights and responsibilities
3. Personal development

4. Physical development and movement

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Kiddies' green menu

LIFE ORIENTATION

Grade 5

HEALTH AND DISEASES

Module 2

KIDDIES' GREEN MENU

ACTIVITY:

TO PLAN A MENU FOR SMALL CHILDREN

[LO 1.1]

‘A rich, health-conscious businessman has asked you and your team-mates to plan the kiddies’ menu for a new, very cool green (that means ‘environment friendly’) restaurant. What will you choose to have on the menu, and why? Think about the desserts and drinks that could be on the menu. Design and illustrate the menu card if you have enough time. Don’t forget to include the prices. Think of an interesting name for the restaurant as well.

MENU

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Investigating a health problem

LIFE ORIENTATION

Grade 5

HEALTH AND DISEASES

Module 3

INVESTIGATING A HEALTH PROBLEM

Investigating an environmental health problem by making use of two information sources

Read the following report that appeared in a local newspaper. Plan a strategy to address the problem and identify two authorities that ought to be involved.

Reed River a health hazard after dumping of waste

According to Mr Jan Plaatjies, health inspector of Brightville, children who swam in the Reed River during the past two weeks are in danger of feeling very ill for quite a few days, with symptoms such as upset stomachs and severe headaches. It appears that, as a result of a technical error, the Brightville leather-tanning factory recently spilled some toxic chemicals in the Reed River. Laboratory tests that have been done on fish that were found on the riverbanks show signs of higher than normal toxic levels.

Although the problem was addressed immediately, the water will still be unfit for human consumption until the end of the month. Even by only swimming or playing in the water, people will be running the risk of becoming ill from the polluted water. The river is a popular recreational spot for the school children of Brightville.

Parents who are concerned because their children have been exposed to the contaminated water, can contact the local clinic for help. According to Plaatjies the water does not pose a threat to human

life, but children could experience serious discomfort if they have been in contact with it.

ACTIVITY 1:

TO PLAN A STRATEGY THAT WILL ADDRESS A PROBLEM

[LO 1.2]

The class divides into four groups. Group 1 represents the mayor and town council who have to handle the problem described in the newspaper report above. Group 2 represents the management and legal representative of the tannery. Group 3 is the concerned parent community of Brightville, and group 4 constitutes the medical staff of the local hospital or clinic. Each group meets and makes a list of grievances, problems and solutions concerning this matter. Do make time to have a mini court case and use material that was generated during the “meetings”.

Grievances:

Problems:

Solutions:

ACTIVITY 2:

TO FIND A SOLUTION FOR A PROBLEM

[LO 1.3]

Find at least one newspaper report in which some or other environmental health problem is discussed. See if you can find a cause, a consequence and a possible solution for the problem in the report.

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Contributing towards a healthier environment

LIFE ORIENTATION

Grade 5

HEALTH AND DISEASES

Module 4

CONTRIBUTING TOWARDS A HEALTHIER ENVIRONMENT

ACTIVITY:

TO CONTRIBUTE TOWARDS A HEALTHIER ENVIRONMENT

[LO 1.2]

It would be ideal if the class group could start an environmental project in the area through which they could make a positive contribution. You could all go on a cleaning-up excursion in and around the local river on a Saturday. Make sure that safety precautions are taken, e.g. gloves must be worn and no one should go into the river without shoes. Ask your parents to be involved in the project.



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Contagious diseases

LIFE ORIENTATION

Grade 5

HEALTH AND DISEASES

Module 5

CONTAGIOUS DISEASES

Contagious Diseases

1. Tuberculosis (TB)

Tuberculosis is one of the contagious diseases in South Africa that claims the most lives. It can be prevented through vaccination.

This disease attacks any part of the body, but the lungs are the most vulnerable. The disease is spread mainly through droplets of spit when someone coughs or sneezes. Cows are also carriers of this disease. People get the germs when they drink milk from an infected cow.

A symptom of the disease is a chronic cough. People who suffer from TB sometimes cough up blood, and they also experience chest pains. Weight loss and night sweats are experienced later. If this disease is diagnosed early, it can be treated quite successfully. Clinics throughout the country have projects that assist in preventing, identifying and treating the disease.

1. Cholera

Cholera is often called the “silent killer”. The germ is found in contaminated water. Unfortunately the rivers and dams in large parts of our country are infected with cholera germs. Where there is no running water available, the danger exists that people may drink infected water from streamlets and shallow dams in the area. People from communities where human waste is dumped in the water, are especially threatened by this deadly

disease.

It is essential that water should be purified if there is a possibility that cholera germs have contaminated it. Before water is safe to drink, it must be purified. Here are three ways in which water can be purified:

By storing water, a permanent supply of clean water is made possible. When the water has been standing in a clean container for a while, the impurities settle at the bottom of the container, and the water is already cleaner.

Filtration takes place when a slow stream of water is poured through clean sand. An easier but more expensive way to purify water is by using filter paper.

When water is boiled to destroy germs and parasites, sterilisation takes place. Water is safe for drinking once it has been boiled. Chemicals such as chlorine can also be used to purify water.

ACTIVITY:

TO FILTER AND PURIFY WATER

[LO 1.3]

Carefully (while wearing gloves) scoop water from a local river or dam and filter and purify it by using the three processes mentioned above. Even if you have followed these three processes, it is best not to drink the water at all. Rather ask your science teacher to test it for impurities.

- HIV and AIDS

In South Africa more than three million people are presently HIV positive. This disease affects men, women and children of all ages, occupations and population groups in all the provinces of our country. If the present increase in infection does not abate, one out of four people in the country will be HIV positive by the year 2010. Within 10 years the disease will have caused three-quarters of a million South African children to become orphans.

How to prevent yourself from contracting this deadly virus:

Regard this problem as extremely serious and make sure that you know how the disease is spread.

Make use of every possible opportunity to gain more knowledge of the disease.

Sex must be safe, but should be delayed for as long as possible anyway.

Never come into contact with blood. If somebody gets hurt and bleeds, it is better to call an adult to help. If there is a possibility that you might touch the blood, draw a plastic bag that has no holes in it, over each hand. However, it is better to wear plastic gloves.

Never use old or previously used hypodermic needles or other old needles in any way.

If you want to have your ears pierced, or have some part of your body tattooed, make sure that it is done at a clean, respectable place where the needles and instruments are sterilised.

It is advisable to avoid all alcohol and drugs altogether, because using these substances weakens your capacity to protect yourself against infection with the virus.

Assessment

LO 1

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Children's rights

LIFE ORIENTATION

Grade 5

HEALTH AND DISEASES

Module 6

CHILDREN'S RIGHTS AND RESPONSIBILITIES

Revise the 12 rights and responsibilities of learners on page 11. These have already been attended to in

Grade 4. A very important aspect of these rules is that certain responsibilities are expected of you and that you must also respect the rights of other learners, your educators and your parents.

ACTIVITY:

TO CONSIDER THE RIGHTS AND RESPONSIBILITIES OF LEARNERS

[LO 1.4]

The class is divided up into four groups. Two groups each discuss six of the twelve rights of learners and two groups each discuss six of the twelve responsibilities. It is important that you should realise that with each right there is also a responsibility. After the discussion the first group tell how they feel about the six rights that they have discussed. This is followed by the opinions of the group who have discussed the six corresponding responsibilities. The remaining two groups follow in the same way.



(a) The rights of learners

1. To be educated and to develop spiritually and physically
2. To be nurtured and guided by adults
3. To be treated fairly and with respect
4. To have access to information
5. To have the opportunity to make a contribution to society
 1. To be in a safe environment in which learning is promoted
7. To develop at one's own pace
8. To aim at the highest standards
 1. To be treated as an individual

2. To be taught by trained teachers

11. To be taught, and to be allowed to speak, in the language of one's choice

12. To be allowed to express one's culture and religious beliefs freely.

(b)Responsibilities of learners:

1. To listen, to learn, and to be prepared to be educated

2. To respect and support adults

3. To treat others with dignity and respect and to be sensitive of protecting their rights

4. To allow others, and to help them, to communicate

5. To be taught together with others, and to help them to learn

6. To co-operate with others and to ensure a safe environment

7. To observe, allow for and respect differences in other people

8. To have access to information and to work diligently

9. To respect other people as individuals

10. To be willing to be educated, to co-operate and to listen with concentration

11. To learn to accept other peoples' language differences

12. To be willing to accept and respect other people's cultural and religious convictions, and to help protect them.

Assessment

LO 1

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Abuse

LIFE ORIENTATION

Grade 5

HEALTH AND DISEASES

Module 7

CHILDREN WHO ARE ILL-TREATED OR ABUSED

Co-operate with your teacher to identify three examples of ill-treatment or abuse. What does our

Constitution say about such cases? Then offer suggestions on how to handle it.

ACTIVITY 1:

TO IDENTIFY THE RIGHTS OF CHILDREN WHO ARE ABUSED

[LO 1.4]

Identify the rights that are being threatened when a child is abused or has a difficult time as a result of substance abuse by their parents.

Write them down here:

(a)Rights of teachers:

1. To teach
2. To be treated with respect and dignity
3. To receive remuneration which is sufficient to live on
4. To express an opinion
5. To build up and improve the level of education
6. To be safe
7. To handle challenges
8. To have time for their families

(b) Responsibilities of teachers:

1. To teach professionally
2. To treat others with respect and dignity and to be sympathetic towards the rights of others
3. To be diligent and punctual, and to make a positive contribution to education
4. To make educational resources available to learners
5. To make well-planned and meaningful contributions

6. To create a school environment that is conducive to effective teaching and learning
7. To keep the school environment safe
8. To recognise and enhance others' potential
9. To allow time for the duties and interests of others.

Which responsibilities of a teacher are relevant to the safety of a learner?

Write them down:

You must answer the following questionnaire on your own. Please remember that it is not a test in which answers will be marked right or wrong. These

are questions that you must consider very carefully. Give an honest *yes* or *no* answer to each. You needn't discuss this questionnaire with your classmates. If you feel very strongly that you do not want to hand it back to your class teacher, you needn't do it. Maybe you would rather give it to your school principal or some other adult whom you trust.

ACTIVITY 2:

TO COMPLETE A CONFIDENTIAL QUESTIONNAIRE

[LO 1.4]

Simply answer *Yes* or *No* to the following statements:

(a) My father beats me so badly that there are open wounds on my body.

(b) An adult who has to look after me often touches me in a way that makes me feel unsafe.

(c) There is often not enough money in the house to buy food, because my mother or father uses it to buy drink.

(d) A teacher at my school touches me in private places on my body in exchange for good marks in a test or on my report.

(e) My brother or sister often act very strangely and inject themselves with drugs.

(f) A school friend of mine has already offered me drugs in the form of tablets or dagga cigarettes.

(g) I drink some of the alcoholic drink in my father's drinks cabinet when I feel very unhappy.

(h) My father hits my mother sometimes when she won't do what he tells her.

(i) A group of young people in my neighbourhood say they are going to hurt me if I refuse to do something illegal.

1. There is someone who hurts me regularly, but makes me promise that I will tell no one.

If your answer to one or more of these questions is an honest Yes, you should probably talk about it to someone you trust.

Assessment

LO 1

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Ownership of a business

LIFE ORIENTATION

Grade 5

RIGHTS AND RESPONSIBILITIES

Module 8

OUR HUMAN RIGHTS CHARTER

Let us respect our Human Rights Charter

A charter is a special, written document produced by the legislature, granting privileges or recognising rights. When the South African Constitution was drawn up, specific attention was given to creating a set of rules that would protect every South African citizen against unfair practices. This charter protects the rights of every South African.

A few of the rights are:

All South Africans are equal and must be protected by the law.

No discrimination is allowed. (Aspects such as race, gender and language are mentioned in this regard.)

Every South African citizen above 18 years of age has the right to belong to a political party of his/her choice.

Every South African citizen may practise the religion of his/her choice.

All citizens have the right of access to information.

Every South African citizen has the right to a healthy environment.

All citizens have the right to a safe dwelling, water, food, electricity and school education.

It is obviously not so easy to apply all these rights. The vast number of homeless people who have no food or proper water facilities, as well as the rampant crime all around us, make it extremely difficult for the government to meet the demands of this charter immediately. What is important, however, is that we know that each individual is important and that there is a charter that acknowledges this fact.

ACTIVITY:

TO DRAW UP A “HUMAN RIGHTS CHARTER FOR GRADE 5 LEARNERS”

[LO 2.1]

To have a better understanding of the value of such a set of rights you could try drawing up a “Human rights charter for Grade 5 learners”. Work in groups and be original and fair. The different groups can compare their documents, and then draw up a final “charter” with the facilitator’s help. Write these rights on a poster and put it up in the classroom. A week later you can have a discussion to see whether you have been respecting each other’s rights in the past week, or whether you violated them in some or other way.

Here are a few examples of what could be regarded as Grade 5 learners' rights:

The right to learn something new every day

The right to have two breaks during every school day

The right to sit next to a classmate of one's own choice

The right to participate in the sport of one's own choice

The right to be taught in one's mother tongue

The right of each learner to be the class captain at least once a year.

Assessment

LO 2

SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional

rights and responsibilities, and to show an understanding of diverse cultures and religions.

We know this when the learner:

2.1 applies children's rights and responsibilities to a range of problem situations;

2.2 discusses instances of stereotype, discrimination and bias, and presents a plan to deal with them in own local context;

2.3 discusses the significance of friends in times of tragedy and change;

2.4 discusses the contributions of women and men in a range of cultural contexts;

2.5 discusses festivals and customs from a variety of religions in South Africa.

Memorandum

The learning material in *modules 8 to 13* link very closely with that of module 1-7, but now the emphasis is on human rights. Respect for cultural values and the promotion of understanding and tolerance for diversity in the community are given priority. Activities centred around racism also offer the opportunity to identify and address possible

violations of this nature in the school or community.

The role and support of friends

LIFE ORIENTATION

Grade 5

RIGHTS AND RESPONSIBILITIES

Module 10

THE ROLE AND SUPPORT OF FRIENDS

The importance of the role and support of friends in difficult times

It is important for learners in a class group to care about one another and to know what is happening in their classmates' lives that are difficult for them, but also what makes them happy.

The assignment set out below could be an ongoing project for the year. In this way everyone could be aware of one another's good and bad times and support one another.

ACTIVITY:

TO MAKE A SPECIAL "I" PARCEL

[LO 2.3]

- Every learner brings a paper bag to school. The size of the bag should be between 10 cm and 15 cm.
- Every learner makes a special "I" parcel.
- Decorate your parcel, e.g. by writing your name on it in sign-writing, and pasting a drawing or photo of yourself, your family or pet on the bag.
- Also write a few sentences about yourself or

what is important to you, on the paper bag (e.g. I love playing the piano; My favourite movie is *Shrek 2*.)

- Write more personal things that affect you, on pieces of paper that you fold up, or on small cards, and put them into the bag. For example: my plans for the year, my wishes for the year, things of which I am afraid, things that make me happy, things that happen to me and make me unhappy.
- Now pin all these bags in rows against the wall or hang them up by means of a piece of string.
- Also pin an empty envelope with your name on it below your paper bag.
- Once a week (e.g. the first five minutes of the first period on a Monday), allow time for learners to read one another's messages or to update their bags. During the rest of the week learners could write "caring" letters to one another and 'post' them in the envelopes with their names on.
- It is very important that everyone should realise that this is a project that should be tackled with sensitivity and compassion. Fooling around and insults must not be tolerated! And no one may read someone else's 'mail'. If the educator is aware of a specific problem or unhappy experience of a learner, he/she could write a special letter.

Assessment

LO 2

SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

We know this when the learner:

2.1 applies children's rights and responsibilities to a range of problem situations;

2.2 discusses instances of stereotype, discrimination and bias, and presents a plan to deal with them in own local context;

2.3 discusses the significance of friends in times of tragedy and change;

2.4 discusses the contributions of women and men in a range of cultural contexts;

2.5 discusses festivals and customs from a variety of religions in South Africa.

Memorandum

The learning material in *modules 8 to 13* link very closely with that of module 1-7, but now the emphasis is on human rights. Respect for cultural values and the promotion of understanding and tolerance for diversity in the community are given priority. Activities centred around racism also offer the opportunity to identify and address possible violations of this nature in the school or community.

The role of men and women in various cultural situations

LIFE ORIENTATION

Grade 5

RIGHTS AND RESPONSIBILITIES

Module 11

THE ROLE OF MEN AND WOMEN IN VARIOUS CULTURAL SITUATIONS

Men, women, boys and girls, grandmothers and

grandfathers play different roles at all the various cultural events in our South African society. Think of a wedding, christening or funeral that you attended recently.

ACTIVITY:

TO PORTRAY A CULTURAL EVENT BY MEANS OF ROLE-PLAYING

[LO 2.4]

Learners are divided into groups of at least eight persons each. The teacher writes the following cultural events on a piece of paper and each group leader picks one topic (NB: Other festivals or events can be selected to match the cultural diversity of the class):

A Muslim wedding

A Christian christening

The preparations for a Hindu wedding

The Jewish Bar Mitzvah

The traditional South African wedding ceremony

(Xhosa, Zulu or other ethnic groups)

The Muslim naming ceremony

The first communion in the Roman-Catholic church

The traditional South African birth ritual

The celebration of a Hindu festival (e.g. the Marriaman (Pap) festival)

Hints

A very handy source of information on cultural customs in South Africa is the book: *Clued up on the Culture* by B. Elion and M. Strieman (One Life Media: 2001)

Assessment

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Religious festivals and rituals in SA

LIFE ORIENTATION

Grade 5

RIGHTS AND RESPONSIBILITIES

Module 12

RELIGIOUS FESTIVALS AND RITUALS IN SOUTH AFRICA

1.Christian Holy day

Celebrating special days on the religious calendar is a very important part of our life. It is almost the same as celebrating one’s birthday. Here is a list of some of the important holy days celebrated by four of the most prominent religious communities in South Africa.

CHRISTIAN HOLY DAYS

	NAME	EVENT
1.	Christmas	The day on which Jesus Christ was born
2.	Good Friday	The day on which Jesus Christ was crucified
3.	Easter	The day on which Jesus rose from the grave
4.	Pentecost	The pouring out of the Holy Spirit

ISLAMIC HOLY DAYS

	NAME	EVENT
1.	Mawlid al Nabi	The day on which Mohammed was born
2.	Layl' at al-Qadr	The day on which Mohammed was born
3.	Id al-Fitr	Celebration of the end of Ramadan
4.	Id al-Adha	The end of the pilgrimage to Mecca

HINDU FESTIVALS

	NAME	EVENT
1.	Diwali	New Year's festival of the lights
2.	Holi	Spring festival
3.	Janmashtami	Day on which Krishna was born
4.	Sjiva Ratri	Most important

festival of Shiva

JEWISH HOLY DAYS

	NAME	EVENT
1.	Chanukkah	Festival of the consecration of the Temple
2.	Passover	The freeing of the slaves in Egypt
3.	Yom Kippur	Great Day of Reconciliation

ACTIVITY:

TO DEPICT A RELIGIOUS FESTIVAL

[LO 2.5]

Pick a religious festival that is important to you or that is celebrated by your family. Explain or demonstrate to the rest of the learners what you do

on that day. It would be effective if you made use of a little tableau to demonstrate the rituals. If you do not observe any holy days, you may find it interesting to read up on one of the above-mentioned festivals.

Assessment

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National festive days and the SA anthem

LIFE ORIENTATION

Grade 5

RIGHTS AND RESPONSIBILITIES

Module 13

NATIONAL FESTIVE DAYS AND THE SOUTH AFRICAN ANTHEM

National festive days in South Africa

We celebrate a number of festive days in South Africa. Think of Workers Day (1 May), Youth Day (16 June) and National Heritage Day (24 September).

ACTIVITY 1:

TO DO RESEARCH ON AND WRITE ABOUT A NATIONAL FESTIVE DAY

[LO 2.5]

(Work in pairs)

The teacher writes the names of various national festive days on pieces of paper and one learner per pair draws a topic from a bag or hat. As a homework assignment, you must then do research on and write a few paragraphs about that festive day. Learners give feedback by reading their paragraphs to the class. All the written pieces could then be pasted on a large poster and displayed on a wall in the classroom.

Here is an example of such research:

The significance of our National Heritage Day

Heritage Day was originally Shaka's day, but it was never a public holiday. The Zulu people, however, celebrated 24 September for many years as a special day in the Zulu culture and tradition.

When the new government came to power in 1994 they decided to acknowledge those days that had previously been overlooked. In order to involve all the different population groups in the country, it was decided to rename the day and call it Heritage Day. This day in 1995 marked a turning point in the history of our country.

On the very first Heritage Day, 24 September 1995, one of the most important composers of our country was honoured. A monument was erected to honour Enoch Sontonga, the composer of our national anthem, Nkosi Sikelel' iAfrika. At the same time his tomb was declared a national monument.

Nkosi sikelel' iAfrika
Maluphakanyisw' uphondo Iwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho Iwayo.

Moreno boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba
sa heso,
Setjhaba sa South Africa - South Africa.



Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.



Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

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Sounds the call to come together,
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Let us live and strive for freedom,
In South Africa our land.



The national anthem of South Africa

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.



ACTIVITY 2:

TO LEARN THE WORDS OF THE NATIONAL ANTHEM

[LO 2.5]

Do you know the words of our national anthem? Write out the words as attractively as you can on a sheet of paper and decorate its edges with a colourful pattern. It may be a good idea to use the colours of our national flag.

Plan a special Heritage Day celebration for your school. Who would you invite as guests? Which songs would you sing at assembly? Which special person in South Africa would you like to honour on Heritage Day?

Assessment

LO 2

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A positive self-concept

LIFE ORIENTATION

Grade 5

PERSONAL DEVELOPMENT

Module 14

A POSITIVE SELF-CONCEPT

ACTIVITY:

TO IDENTIFY PERSONAL SUCCESSES AND DEVELOP A PLAN OF ACTION FOR CONTINUED POSITIVE SELF-CONCEPT FORMATION

[LO 3.1]

Complete the following table in an honest and attentive manner:

Remember: These achievements refer to your personal top achievements – not your achievements compared to those of others. If, for instance, you managed to obtain 47% for Maths (academic achievement) in the second term, as against 43% in the first term, that is considered an achievement. Likewise, if you took part in a class debate (cultural achievement) during the year, whereas you were too scared to speak in front of the class during the previous year, it is also considered an achievement.

Please note: Character achievement here refers to your personality and nature. It is often more difficult to identify these types of achievements and “weak spots”. One example could be your laziness or diligence in helping your parents with chores in and around the house.

Achievement: I make my bed every day, whereas I previously used to make my bed only over weekends.

Table 1

My best achievements in 200_:

Previous achievement	Present achievement
Academic achievements:	
Sports achievements:	
Cultural achievements:	
Character achievements:	

Underline (or highlight) the achievement that you could still improve upon in the course of the year. Choose one from each group.

Complete table 2:

1. Write down the achievements that you have underlined in the first column.
2. Set yourself a new goal, which you indicate in the second column. Take care to set yourself a realistic goal. It would be unrealistic to aim for 97% if you previously obtained 47%, but 55% is certainly within your reach if you work hard.
3. In the third column you have to state your plan of action. Once again, it must be realistic, e.g.

for your Maths (academic) aim: attend extra Maths

classes,

or

if you want to take part in the eisteddfod (cultural):
join an extra-mural drama class,

or

under character achievement a new aim could be set
(as in the example above): keep my room tidy over
weekends as well.

Table 2

Present achievement	New aim	Plan of action
Academic achievement:		
Sports achievement:		
Cultural achievement:		
Character achievement:		

Assessment

LO 3

Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

We know this when the learner:

3.1 identifies personal successes and develops an action plan for continued positive self-concept formation;

3.2 shows an understanding of and respect for body changes;

3.3 appropriately expresses and copes with a range of emotions;

3.4 explores and evaluates ways of responding effectively to violent situations and contexts;

3.5 reflects on how feedback can be given and received;

3.6 develops and implements a personalised study method.

Memorandum

Modules 14-18 focus on the development of the intellectual potential of each learner and on establishing correct study methods. Learners are equipped to effectively deal with the emotions and peer pressure that may increasingly cause problems as they approach adolescence. Educators are encouraged to make use of the input of experts such as psychologists and counsellors to add value to this aspect

Understanding physical changes

LIFE ORIENTATION

Grade 5

PERSONAL DEVELOPMENT

Module 15

UNDERSTANDING PHYSICAL CHANGES

Understanding of and respect for physical changes

In his drama *As you like it*, the famous English

author and poet, William Shakespeare, described the seven phases of life in a section known as *All the world's a stage* or *The seven Ages of Man*. Here, in a sensitive but humoristic way, he discusses the different stages that we all move through in the course of our lifetime; from being a newborn baby till we reach old age (if we are fortunate enough to live that long). Try to find this excerpt in your school library or on the Internet, or ask your English teacher about this poem.

All the world's a stage

All the world's a stage

And all the men and women merely players:

They have their exits and their entrances;

And one man in his time plays many parts,

His acts being seven ages. At first the infant

Mewling and puking in the nurse's arms.

And then the whining school-boy, with his satchel

And shining morning face, creeping like a snail

Unwillingly to school. And then the lover,

Sighing like a furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth stage shifts
Into the lean and slipper'd pantaloon,
With spectacles on nose and pouch on side,
His youthful hose, well saved, a world too wide
For his shrunk shank; and his big manly voice
Turning again towards childish treble, pipes
And whistles in his sound. Last scene of all,

That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

(Taken from *Everyman's Dictionary of Quotations and Proverbs*)

Shakespeare sees the seven phases of life as follows:

the infant

the schoolboy

the lover

the soldier (or young professional)

justice (the adult professional)

the pantaloon (older person)

second childhood (the aged person losing his/her senses)

ACTIVITY:

**TO ILLUSTRATE THE SEVEN STAGES OF MAN ON
A POSTER**

[LO 3.2]

The seven stages of man

1. Use large sheets newspaper print or poster cardboard sheets.
2. Divide the paper in seven roughly equal sections (in pencil).
3. In each section write a caption indicating the various phases in chronological order (according to age).
4. Find and cut out pictures from magazines that illustrate these life phases. Try to draw pictures of yourself. Then paste the pictures together as a collage (slightly overlapping each other) inside the groups where they belong. Remember to look for pictures of boys and girls, men and women of all ethnic groups.
5. Draw arrows to indicate the course of development and ageing.

After having studied the pictures in detail, discuss the main differences between the various age groups. Then draw a table on the reverse side of the poster, indicating the seven phases and the main physical attributes of each group, e.g.:

--	--	--

Life phase	Attributes
Infant	Small and weakUnsteady neckLittle hair

Assessment

LO 3

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Dealing with emotions

LIFE ORIENTATION

Grade 5

PERSONAL DEVELOPMENT

Module 16

DEALING WITH EMOTIONS

ACTIVITY:

TO PORTRAY DIFFERENT EMOTIONS THROUGH ROLE-PLAYING

[LO 3.3; 3.4]

Role-playing

Divide into groups.

Possible situations are described below, but the teacher may also invent more, or other situations relating to the circumstances of the learners. The teacher writes the following situations on scraps of paper, puts them into a paper bag, and each group draws a subject from the bag.

Pleas note: It is important to depict the emotions or feelings of all the role-players. Keep in mind that some cases might call for the depiction of rather aggressive behaviour. It is important that you will think about effective ways of dealing with this type of behaviour as demonstrated in the role-playing.

Every scenario presents a problem situation of some sort. At least one of the role-players must come up with a positive solution for this situation.

1. An aged person in a wheelchair. He/she wants to go shopping at the supermarket. There are a number of steps at the entrance.

Roles:

- The old man or lady
- A friendly bystander
- An unsympathetic member of the public
- A helpful child
- A child of about 10 - 11 years who suffers from an incurable disease is in hospital. It is his/her birthday and his/her parents and friends would like to make the day rather special for him/her.

Roles:

- The ill child
 - The doctor or nurse
 - The child's mother or father
 - Two or more friends
-
- It is the soccer world cup finals. There are only a few tickets left. People are queuing at the ticket office. A latecomer pushes his way to the front.

Roles:

- The officer in the ticket office
- The latecomer
- A number of people in the queue. They must show different reactions
- The Grade 5 teacher's cell phone was stolen while she was out of the classroom during break.

Roles:

- The teacher
- The guilty person
- A number of learners showing different reactions

1. A learner in your class has Down's syndrome. One of the other learners keeps on teasing and harassing him/her. The elder brother or sister of the mentally retarded child becomes furious and physically attacks the bully during break.

Roles:

- The learner with Down's syndrome
- The class bully
- The elder brother or sister
- One or more class mates
- The scenario takes place late at night, right in front of a shop. The shop-owner is suspected of selling drugs to primary school children. As there already is a lot of gangster violence in the neighbourhood, both the parents and the children have had enough of living in fear.

Roles:

- The shop-owner
- At least two parents
- One or more children
- A policeman/woman

At the end of each scene, sufficient time should be allocated for identifying the emotions expressed in each case. The effective handling of aggression and emotional situations must be highlighted and discussed.

Assessment

LO 3

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A mini-eisteddfod

LIFE ORIENTATION

Grade 5

PERSONAL DEVELOPMENT

Module 17

A MINI-EISTEDDFOD

ACTIVITY:

TO PARTICIPATE IN A MINI-EISTEDDFOD

[LO 3.5]

Everybody in class takes part in a mini-eisteddfod or talent competition. (This activity can also form part of the Arts and Culture learning area.)

Every learner in the class has the opportunity to contribute an item lasting one minute, such as reciting a poem, performing a “magic” act, playing a piece of music on the recorder, performing a short dance routine, etc.

Each learner also acts as an adjudicator, allotting marks out of ten in each of the following sections (for each learner).

				Score out of 10
Adjudicator				
Name of competitor				
Item				
Preparation and finish				

Communication with audience			
Voice/sound or movement			
General impression			

At the end of the “eisteddfod” the teacher asks a number of “adjudicators” to read and explain their allocation of marks to the class. It is important that learners should identify the strong and weaker points of each performance and motivate their judgement.

The class then votes for the first, second and third positions in the competition.

Assessment

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Personal study methods

LIFE ORIENTATION

Grade 5

PERSONAL DEVELOPMENT

Module 18

PERSONAL STUDY METHODS

Developing personal study methods

Using a “web-chart” as study method for revision.

A web-chart means making use of key words in a coloured diagram. These key words help to recall important facts. Remember: instead of key **words**, key **diagrams** or pictures may be used.

ACTIVITY 1:

TO DESIGN A WEB-CHART ON STUDY METHODS

[LO 3.6]

Work on a large sheet of paper, using colouring pencils.

The educator reads a topic, e.g. fish.

- Write down the word “fish” in the centre of the page.
- Circle the word in any colour. You could also draw a sketch in one colour of a fish around the word.
- Use a different colour for each new fact “thread”. The lines all flow from the middle word, almost like a cobweb.
- Expand each of these threads by using smaller key words or sketches.

Remember:

Try to make each web-chart look different and think creatively. Do not spend too much time turning it into a work of art.

It saves time using symbols and shapes instead of words, for example (□) for indicating good or correct, and (□) for bad or wrong.

ACTIVITY 2:

TO DESIGN YOUR OWN WEB-CHART

[LO 3.6]

Use the work that you have to learn for the next test and draw your own web-chart.

Follow the four basic steps:

1. Read the section that you have to learn carefully. Make sure that you understand the content.
2. Read it through once more, but underline or highlight the facts that you consider important. These are the facts that you have to remember eventually.
3. Now use colouring pencils or coloured Koki pens to draw a web chart. You are now going

to make use of your underlined key words.
These key words will serve to recall the content of the work that you have read.

4. First draw a web chart, for e.g. a complete chapter that you have to learn. Then follow up with split-off web charts to break down the various sub-sections in greater detail.

Another hint:

Make use of a donkey bridge to remember a number of related facts, e.g. the sequence of the colours of the rainbow:

Red, Orange, Yellow, Green, Blue, Dark blue, Purple

Rob Or Yvonne Green Bites Dried Peaches

Assessment

LO 3

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Target games

LIFE ORIENTATION

Grade 5

PHYSICAL DEVELOPMENT AND MOVEMENT

Module 19

TARGET GAMES

target games

ACTIVITY 1:

TO PLAY TARGET GAMES

[LO 4.1]

(Some of these games have been adapted from the book: “*Die onderrig van Liggaamlike Opvoeding*” by Harry McEwan, published by Maskew Miller Longman, 1989.)

Two-court target ball

Material: Blackboard chalk, two target posts or markers, coloured bands for half of the class.

The teacher draws two semi-circles, each with a diameter of 3,6 m, one in the front and one at the back of the school hall.

A target post is placed in the centre of each circle.

Learners are divided into two equal teams.

Each member of team A wears a coloured band.

Each team is then divided in two so that pairs are

formed with one member from team A and one from team B. A participant from team A stands next to a participant from team B.

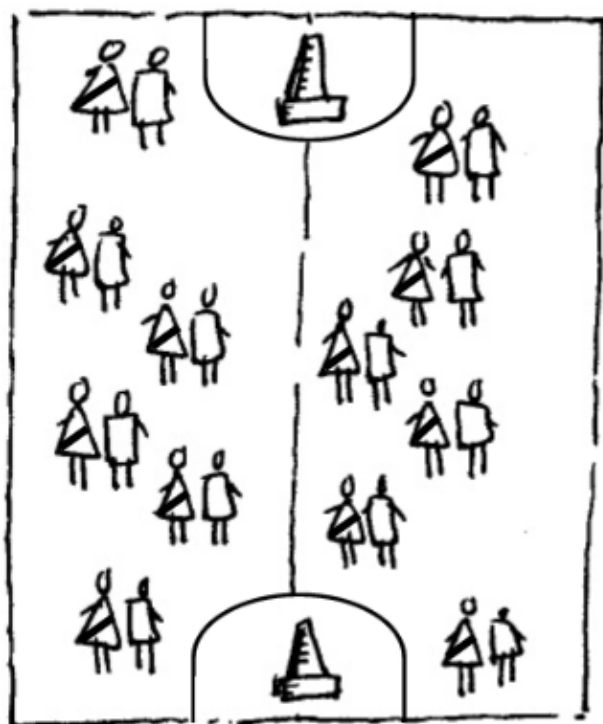
The two equal groups take up position in the allocated areas.

No player is allowed into the circles.

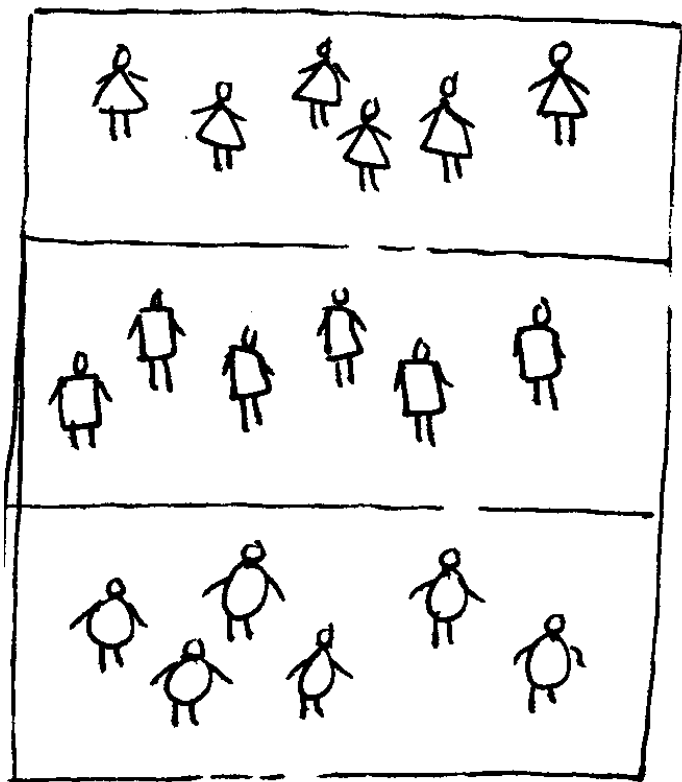
The ball is thrown from one team to the other and each group tries to hit the other team's target post in order to score a point.

When a point is scored, the educator tosses the ball up between two players of opposing teams, and the game resumes.

The team with the highest score is the winner.



Dodging in three courts



Material: Blackboard chalk, a relatively large ball (e.g. a soccer ball), a stopwatch or alarm clock.

The hall is divided into three equal parts and marked with chalk. Mark the sections 1, 2 and 3.

The teacher divides the class into three equal teams (A, B and C) and a section is allocated to each team.

Team A and C try to hit the players of team B (in the centre) with the ball.

Team B tries to stay out of the way to avoid being

hit.

Every time that a team B player is hit, the relevant team gets one point.

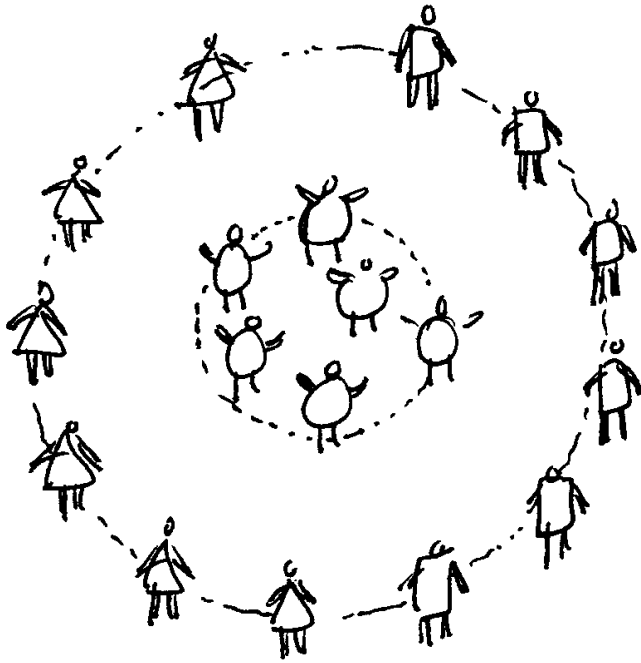
After a predetermined time the teams change over so that each team has a chance of being the targeted team in the centre.

The team that has the least points at the end of the game is the winner.

NB: No player is allowed to move out of his/her court.

Dodging in a circle

This game is played exactly like dodging in the court, except that the team that tosses the ball stands in a wide circle around the members of the targeted team who stand in the middle of the circle.



Executing a series of movements that promote accuracy and control:

1. Tunnel-relay

Material: One relatively large ball per team and a whistle for the educator.

The class is divided into teams of between 5 and 10 participants.

The team members sit approximately one metre apart in a long row. (Begin with the teams sitting against the back wall of the hall so that there is sufficient space at the front end of the row.)

The front team member (captain) holds a ball.

When the teacher blows the whistle the players jump up and adopt a crouching position.

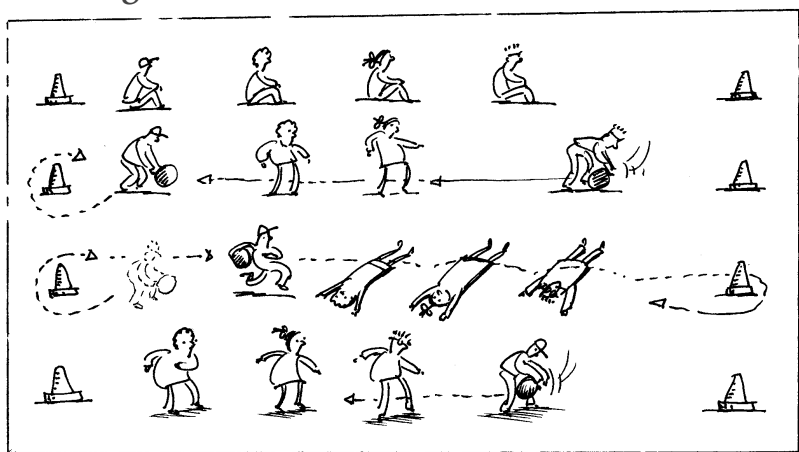
The ball is rolled towards the back between the players' legs.

Once the ball has moved through a player's legs, he/she lies on his/her stomach in a diagonal position.

The last player in the row stops the ball and "blocks" it against the wall behind him/her.

Now he runs with the ball, jumps over the human "bridge" formed by his/her teammates, and sits down at the front of the row.

The process carries on until the original leader sits in front again.



1. Stick activity

Material: One metre-long stick per learner.
(Learners are responsible for their own sticks.)

Each learner works on his/her own.

Each learner is requested in advance to bring a one-metre long stick to school.

Learners can be encouraged to make the sticks nice and smooth and to decorate them.

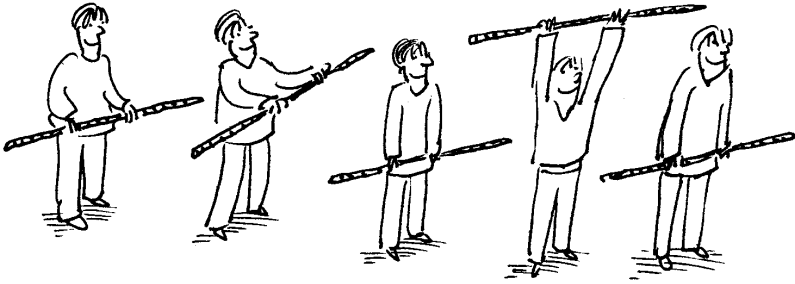
Learners are given five minutes to work out a series of movements in which the stick is used.

After five minutes, each learner is given an opportunity to demonstrate his/her series to the rest of the class. (For assessment purposes the educator can give marks out of 10.)

The class vote for the three best performances with the stick.

The winners help the rest of the class to master these actions.

The three series are now executed together by the whole class.



Assessment

LO 4

PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

We know this when the learner:

4.1 explores a range of target games;

4.3 demonstrates a range of field and track athletics techniques;

4.4 performs rhythmic movements and steps with attention to posture and style;

4.5 demonstrates knowledge of safety measures in and around water.

Memorandum

The learning content of *modules 19-22* offers the learners the opportunity to promote important concepts concerning sportsmanship, rules of the game, precision and balance in a playful manner. The importance of sticking to the rules of the game must be brought to bear on them in every activity in which they participate. The way in which the educator handles the rules and discipline in relation to the learning content will determine the degree of success attained in this module. The games are conducive to the development of team spirit and esprit de corps in this grade. Practising the relay races, hurdles, long jump and HOP, SKIP AND JUMP also offers the learners the opportunity to prepare for the school's sports day.

The importance of safety measures in and around the swimming pool, at the seaside, or in aquatic sports is paramount. In the context of aquatic activities, statistics indicate an alarmingly high mortality rate amongst children up to the age of 14.

Field and track techniques

LIFE ORIENTATION

Grade 5

PHYSICAL DEVELOPMENT AND MOVEMENT

Module 20

FIELD AND TRACK TECHNIQUES

ACTIVITY:

TO LEARN FIELD AND TRACK TECHNIQUES

[LO 4.3]

1. An exercise in passing the relay baton

Material: One relay baton for every three learners.
Remember: a sawn-off broomstick or dowel can also be used. Two markers per group.

The learners are divided into groups of three.

Two markers are placed at a distance of about 10 - 15 m apart (depending on the available space).

Learner A starts off from the correct starting position, holding the stick in his/her right hand.

Learner B stands at the second marker and receives the baton from his/her friend with his/her left hand.

Learner C receives the baton with his/her right hand and runs back to Learner A, who receives the baton with his/her left hand.

This round can be run about five times.

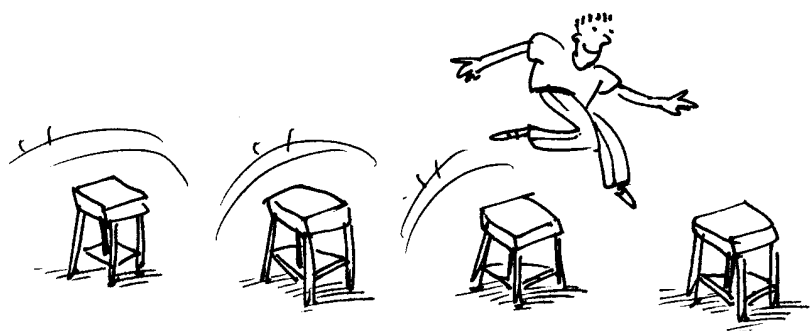
The baton is passed on alternately using both the blind method and the visual method.

Each learner has a turn to start.

1. Practising hurdles using chairs

Material: five chairs per group

- Divide the learners into equal groups of about six learners per group.
- Place chairs in a row with the back rests to the side, at a distance of about 4 m apart.
- Learners take turns to hurdle over the obstacles.



1. Long jump exercise, with a long run-up

Material: Blackboard chalk, two mats per group.

Divide the learners into equal groups of about six learners per group.

Draw a take-off line in chalk for each group.

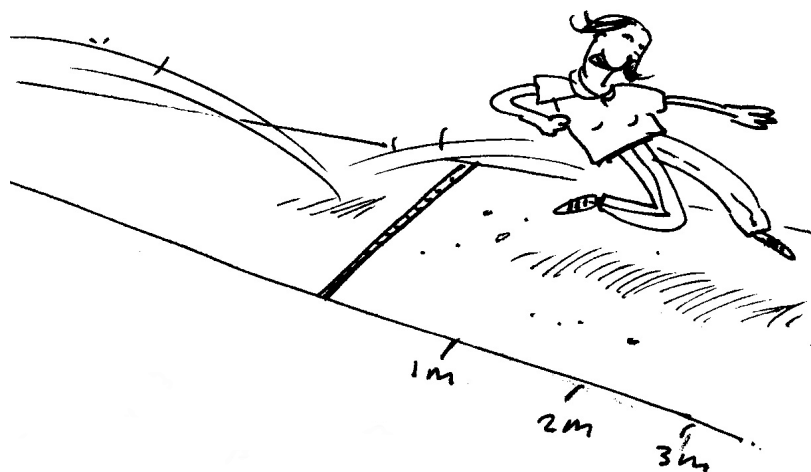
Place the mats lengthwise on top of each other 1 m

from the take-off point.

Draw marking lines with chalk on one side of the mats.

Learners practise the long-jump technique on the shortened take-off.

NB: The height attained after the take-off point, and the forward swing when landing, are important.



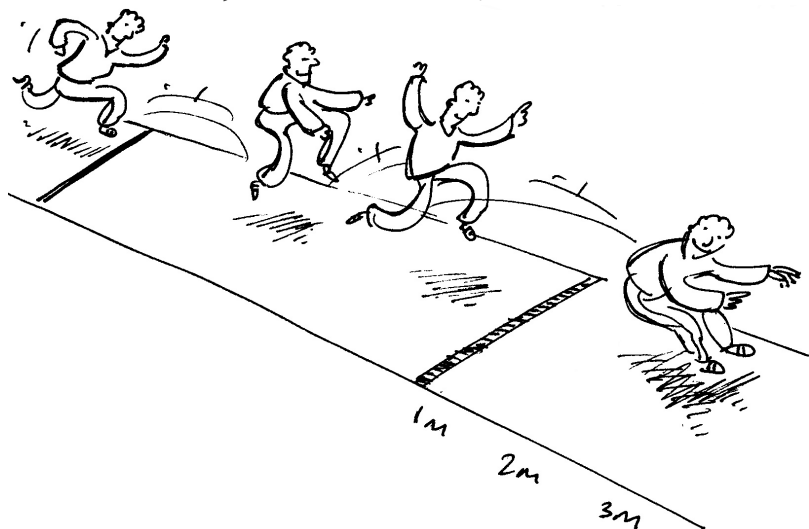
1. Triple jump exercise with shortened run-up

The same method is used as for the long-jump exercise described above.

In this exercise, the mats are placed 3 - 4 m from the take-off line.

Correct leg coordination and rhythm are needed in order to fit in the complete taking-off routine (twice

on the one foot, then the other).



Assessment

LO 4

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Memorandum

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Rhythmic movements

LIFE ORIENTATION

Grade 5

PHYSICAL DEVELOPMENT AND MOVEMENT

Module 21

RHYTHMIC MOVEMENTS

ACTIVITY:

TO EXECUTE RHYTHMIC MOVEMENTS CORRECTLY

[LO 4.4]

Rhythmical movements and steps, giving attention to posture and style

The willow dance

Material: Cassette/CD player with cassette or CD.

This dance originated in England.

The song or music of the “Irish Washerwoman”, or any other cheerful 6/8 beat music, can be used for this dance.

Seeing that this music is to be used specifically for good posture, it is important that learners should be encouraged throughout to move elegantly with a straight back and slightly lifted chin.

Steps:

- The learners stand in two rows of four to eight pairs facing each other.
- The first couple link left arms and skip anti-clockwise around their partner for six counts.
- The first couple skip singly to the next person in the opposite row, link left arms and skip four times anti-clockwise around their partner.
- Each of the dancers of the first couple skips back to the original teammate, links right arms and skips four times around the partner in an anti-clockwise direction.
- The next couple in the row get the opportunity to carry out the same series of dance movements until the first couple reach the end of the row. Make sure that each dancer ends on the side where he/she started.
- The first couple take hands and glide in amongst the rows, back to their original position. Each dancing partner turns to the outside and walks along the outside to the end of his/her row.
- The first couple meet at the end. They form an arch with their arms. The rows that follow walk through this arch and move back to their position in the row.
- At this point there is a new couple in the front of the row. The dance is repeated with the new couple in the lead.

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LO 4

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and steps with attention to posture and style;

4.5 demonstrates

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sAFETY MEASURES IN AND AROUND WATER

LIFE ORIENTATION

Grade 5

**PHYSICAL DEVELOPMENT AND
MOVEMENT**

Module 22

**SAFETY MEASURES IN AND AROUND THE
WATER**

Safety measures in and around the water

Drowning is one of the most common reasons for child fatalities. The best advice is that a child should learn how to swim at an early age. Everyone should know the basic rules for safety in the water and always apply them.

- NEVER swim alone.
- Do not swim if you are very tired or suffer from heat exhaustion.
- Do not swim directly after a meal.
- Do not overestimate your own abilities and go in too deeply.
- Never throw anyone into the water.
- Never duck anyone.
- Pick a safe swimming area – especially when swimming in the sea. You never know where there may be strong currents, deep undercurrents or hidden rocks that could threaten your safety.

ACTIVITY:

TO APPLY SAFETY MEASURES IN AND AROUND WATER

[LO 4.5]

The class divides into at least three groups and each group gets one of the following three assignments:

(Remember to make use of some of the rules supplied above where relevant.)

1. You are members of a life-saving team that is on duty at the local swimming pool. In the past, two infants have already drowned in the pool. There were also a number of incidents where people have been cut by pieces of broken glass in the pool. Make a list of rules that you intend to put up in the change rooms and next to the pool in order to prevent accidents. Bear the following in mind:

There is a swimming pool for infants and also a pool that goes from shallow to very deep.

There is a low and a high diving board at the deep end of the pool.

There are swimming and diving lessons at the deep end of the pool two days per week.

1. You are members of a team of lifesavers at a very popular beach along the South Coast. It is almost time for the December holidays and you are expecting a large number of visitors from up-country. You are planning to put up large

posters in the parking area, at the café and at the swimming area in order to make people aware of dangers and safe swimming procedures. Bear the following in mind:

Sharks are often a danger at that time of the year.

Many holidaymakers can't swim.

At that time of the year there are often people who drink too much when they have beach parties.

The municipal authorities have already put up large signs with arrows pointing to the safe swimming areas.

1. You are part of the management team at a large nature reserve. You want to put up notices and distribute flyers regarding safe swimming habits for the benefit of the public. Bear in mind the following:

There is a river on the grounds with waterfalls and rapids that flow swiftly between high crags.

There is also a marsh with swampy areas. A herd of hippo-potamuses live near the watering holes.

The camping site has swimming pools for adults and children.

There are also many endangered bird species in the

reserve. Their nesting-places are mainly near the water.

Assessment

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